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ABSTRACT

This document presents the report of the Task Force on Corrections and the Higher Education System in Wisconsin. Following introductory material, recommendations are suggested concerning jail programs, programs with inmates and staff within existing institutions, halfway houses, university structure and programs, preventive measures, and funding. Statistical data concerns sentenced offenders categorized by highest grade completed, achievement test and intelligence estimate, and a jail population report by county. A questionnaire form and reports related to correctional education are also included. (MJM)

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Report of the
TASK FORCE ON CORRECTIONS AND THE HIGHER EDUCATION SYSTEM

Appointed by University of Wisconsin System
President John C. Weaver

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CORRECTIONS AND THE HIGHER EDUCATION SYSTEM
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The Task Force on Higher Education Programs and the Corrections System was appointed on June 8, 1972, by University of Wisconsin System President John C. Weaver. In his letter of appointment to the Task Force, President Weaver asked that current University programs involving clients and staff of the correctional system be reviewed and that suggestions be made for expanding and improving these educational efforts.

Appointed to the Task Force were 21 persons representing nine University of Wisconsin campuses, University Extension, the Center System and Central Administration. Also appointed to the Task Force were members representing the Division of Corrections, the Board of Vocational, Technical and Adult Education, the Department of Public Instruction and the Council on Criminal Justice.

At its first meeting, members of the Task Force voted to add to full membership representatives of inmates in correctional institutions and of persons on parole. With cooperation from the Division of Corrections, two inmates, one from Thompson Farm in Deerfield and one from the Wisconsin Home for Women at Taycheedah, were able to participate as Task Force members. Two parolees, one from Madison, the other from Milwaukee, also joined the Task Force as members.

The Task Force also welcomed participation from the following persons: Lon Weber and John Shier of University of Wisconsin-Green Bay; David P. Geary and Kenneth Czisny of University of Wisconsin-Milwaukee; John Patrick Smith and Garry Fleming, University of Wisconsin-Extension; Durlin Pawlisch, Robert Ellsworth, Ronald Zhe, Rose Kuter, Clifford Roach, and John Ferstl, Division of Corrections; Richard Staples, Department of Public Instruction; Steven Ickes, Council on Criminal Justice; Michael Houlihan and Shelley Osterndorf.

Two volunteer members participated regularly in Task Force discussions and contributed substantially to the development of this report. They were Robert Mendelsohn of the University of Wisconsin-Green Bay and Charles Zastrow of University of Wisconsin-Whitewater.

TESTIMONY HEARD BY THE TASK FORCE

In addition to the substantial contributions of many of its members, the Task Force heard presentations from the following persons:

Name of Person	Nature of Presentation
Paul Kusuda Division of Corrections	Summarized statistical data concerning the educational backgrounds of inmates in correctional institutions
Austin McClendon Council on Criminal Justice	Reviewed innovative programs in the corrections field in other states
Delmar Huebner Division of Corrections	Explained in-service training programs for and roles of probation and parole personnel
Jack Schuster National Council on Crime & Delinquency Paramus, New Jersey	Explained concept and operation of "Project New Gate" programs in other states
Albert Hamann Institute of Governmental Affairs University of Wisconsin-Extension	Discussed jails and programs underway to train staff personnel in jails
Clifton Owens Higher Education Aids Board	Explained HEAB programs of present or potential future benefit to correctional clients

STATE CORRECTIONAL INSTITUTIONS AND CLIENTS IN WISCONSIN

The Wisconsin Division of Corrections operates two maximum security prisons at Waupun and Green Bay. Medium security institutions are located at Fox Lake (men) and at Taycheedah (women). The Wisconsin Correctional Camp System has 10 units including forestry-conservation camps, farms, a pre-release center, juvenile forestry camps and the new community corrections facility (Metro Center) in Milwaukee. Juvenile institutions are located at Wales, Merrill, Kettle Moraine, and Oregon. A fourth youth institution near Grand Marsh has recently been completed but has not been occupied.

1972 Name of Institution	Average Monthly Cost Per Inmate	Average Daily Population	Total Annual Cost
Waupun	$557	596	$3,991,133
Green Bay	$494	851	$5,050,160
Taycheedah	$1,174	107	$1,516,755
Fox Lake	$550	530	$2,867,594
Camp System	$366	470	$2,066,297
Oregon	$1,035	144	$2,262,879
Wales	$846	292	$2,967,789
Kettle Moraine	$958	213	$2,518,255
Lincoln	$1,143	176	$2,425,551

The number of adult and juvenile offenders currently under the jurisdiction of the Division of Corrections is approximately 13,912. Of these, 2,705 are housed in the various institutions. The remaining 11,207 persons are not incarcerated but are receiving probation or parole services provided through locally based personnel of the Division of Corrections.

The cost of providing services to inmates held in institutions in Wisconsin, as derived from figures provided by the Division of Corrections, is shown above.

EXISTING EDUCATION PROGRAMS FOR CORRECTIONS CLIENTS

Under the direction of a Superintendent of Correctional Education at its headquarters office in Madison, the Division of Corrections operates schools at each of its major institutions. Approximately 200 certified teachers are employed throughout the system as instructors in academic and vocational courses.

In cooperation with the Division of Vocational Rehabilitation and the public school systems, the Division endeavors to meet educational needs of its clients who range from illiterate adults to persons with university degrees. To meet individual needs, special programs have been organized. For example, some boys living in their own homes in the Milwaukee area attend classes at the Wisconsin School for Boys at Wales; licensed cosmetology courses have been offered at the Wisconsin Home for Women, Taycheedah. Certified apprenticeships are offered at the adult institutions through school and corrections industry workshops.

Each of the major institutions is participating in a study-release program that permits inmates to attend universities and trade schools in the community while a resident of the institution. High school diplomas are issued and graduation exercises held at the end of each semester in juvenile institutions and at the Wisconsin State Reformatory, Green Bay.

ACADEMIC POTENTIAL OF CORRECTIONS CLIENTS

The Division of Corrections estimates that approximately 323 or 16% of its adult clients currently housed in institutions would be admissible under the usual academic standards to university programs. Although no precise figures are available, the Division believes that approximately the same percentage of its clients on probation and parole would have academic potential. The balance of the correctional clients would be more appropriately reached through vocational-technical programs or through non-traditional programs that might be organized under University auspices. Summary tables showing educational and achievement levels of Wisconsin correctional clients appear as Exhibit A to this report.

EXISTING IN-SERVICE TRAINING PROGRAMS FOR CORRECTIONS PERSONNEL

The Wisconsin Division of Corrections has a sustaining program of in-service training for its staff members. Special in-service training sponsored by the various institutions is supplemented by the following divisional programs:

Induction Training

All correctional officers and youth counselors are required to take 160 hours of training during their first six months of employment. Approximately 90 hours of this number consists of classroom instruction with the remaining hours being training on the job.

Wisconsin Corrections Academy

The Wisconsin Corrections Academy is located on the campus at University of Wisconsin-Oshkosh. All new employees of the Division receive a two-day orientation training program at the Academy. Two-day orientation programs for clerical employees are, in addition, held at the Academy.

Two types of week-long training programs are held at the Academy for corrections employees. The first of these is for youth counselors and corrections officers. Training is provided in the functions of units within the Division and on the role in inter-personal relations that youth counselors and corrections officers have. A second week-long training session is held at the Academy in basic supervisory training.

Client services assistants, paraprofessionals employed by the Division, receive job training at the Academy. A major emphasis within this program is on ethnic cultures and relationships.

Corrections Officer-Youth Counselor Advancement Training

To advance to second level positions, corrections officers and youth counselors must have two years in service plus performance experience at the objective level plus 52 hours of classroom training. Included in these training sessions is work in human growth and development, group dynamics, counseling and use of authority.

Graduate Level Staff Development

Social workers employed by the Division of Corrections must take graduate training in social work in order to advance to the Social Worker II level. This may be accomplished in one of three ways: (1) taking 12 credits in graduate-level social work courses through University

of Wisconsin-Extension, (2) obtaining a leave of absence and stipend in order to pursue a Masters Degree in Social Work, or (3) participating in a work-study program under which the employee works 70% of the time with the Division while working towards a Master's Degree.

JAILS IN WISCONSIN

Often overlooked in surveys of correctional institutions are jails which are actually the largest correctional system in the state. All but one Wisconsin county (Menomonie) have jails. In addition, camp and detention facilities are located in Milwaukee, Dane, Racine and Brown Counties. During 1971, a total of 56,687 persons passed through Wisconsin jails. Of these, 15,726 were sentenced and served time in the jail facility. Jail population statistics, by county, are shown in Exhibit B.

With only a few heartening exceptions, little concern is expressed by local officials for improving conditions in jails. These facilities are generally staffed by persons without special training. Few or no educational programs exist for inmates in the majority of these facilities. At its first meeting, the Task Force unanimously agreed that one of its prime targets for action would be Wisconsin jails.

CURRENT UNIVERSITY OF WISCONSIN INVOLVEMENT WITH CORRECTIONAL INSTITUTIONS

Through University Extension and the outreach efforts of several campuses, the University System has conducted periodic programming involving correctional clients and staff. Among these have been the following:

- UW-Extension: Faculty members at the Institute of Governmental Affairs, in cooperation with the U. S. Bureau of Prisons, developed "The Jail: Its Operation and Management", a training course for jail personnel. Training programs are being conducted for lay probation volunteers. Extension faculty are involved in programs to identify training needs of correctional staff personnel and in designing an appropriate educational response. Prison inmates are being trained to function as probation-rehabilitation aides upon their release from incarceration. Extension faculty have also designed educational programs within several Wisconsin jails.

- UW-Oshkosh: Credit courses at correctional institutions at Fox Lake, Green Bay and Kettle Moraine have been sponsored by UW-Oshkosh.

- UW-Green Bay: Credit courses for inmates at the Wisconsin State Reformatory, Green Bay, are being offered. Study-release inmates are registered as full-time students and University Year for Action volunteers have served as staff members at the Wisconsin Home for Women and for the Council on Criminal Justice.

- UW-Marathon County Center: Credit classes for inmates at the State Prison, Waupun, were organized and conducted. Inmates at Wisconsin Home for Women participated in these classes.

- UW-Milwaukee: Training for a teacher corps in corrections has been sponsored by UW-Milwaukee. Workshops for faculty at the Wisconsin School for Girls, Oregon, at the Wisconsin School for Boys, Wales, and at Wisconsin Correctional Institution, Fox Lake, have been conducted. An economics course for credit was offered at the State Prison, Waupun.

- UW-Parkside: Educational programs are offered at the Union Grove State Farm. UW-Parkside cooperates with State Prison pre-release programs to identify, assist and educate disadvantaged students. Fifteen to 20 faculty members are involved on a standby basis to conduct independent study courses as need arises.

- UW-Stevens Point: Faculty members have begun educational programs for inmates in local jails. Courses in criminology and English have been offered for corrections personnel.

- UW-Stout: Faculty members have assisted the Division of Corrections in evaluation of activities at Lincoln Boys School, Merrill, and in design of proposed activities at the new Adams County institution, Grand Marsh. Stout faculty have also assisted in the research design for new evaluation and assessment centers in the prisons at Green Bay and Waupun.

- UW-Whitewater: A course in criminology for corrections personnel was offered.

In addition, credit programs in the corrections field are offered as part of baccalaureate programs on the University of Wisconsin campuses at Milwaukee, Madison and Platteville.

CURRENT VTAE INVOLVEMENT WITH THE CORRECTIONS SYSTEM

The Wisconsin Board of Vocational, Technical and Adult Education has been providing a variety of services to corrections clients and staff.

Corrections Staff Services

Approximately 61 instructors have been certified for vocational education programs by the VTAE Board at the request of the Division of Corrections since 1968. The Division has also been assisted in locating new instructors for employment and in evaluating new potential staff. A VTAE staff certification consultant serves on interview panels for the Bureau of Personnel in selecting supervisory staff for the Division of Corrections.

Program Evaluation

Comprehensive evaluations of vocational programs in correctional institutions have been undertaken by VTAE staff personnel at the request of the Division of Corrections. Such evaluation has included review of equipment, instruction, supervision, curriculum, facilities and related areas of concern. Since 1971, such evaluation sessions have been conducted at the correctional institutions at Fox Lake, Waupun, and Green Bay.

Vocational Education Projects

Vocational education projects, funded under the Vocational Education Amendments of 1968, were conducted during Fiscal Year 1972 at the following VTAE districts:

- Moraine Park District: Apprenticeship, machine tool, and vocational counseling services were provided to 100 inmates at Waupun. Remedial, pre-vocational education and a certificate level program in cosmetology were offered to 60 inmates at Taycheedah. Marketing and carpentry-cabinet making courses were offered to 60 inmates at Fox Lake.

- Wisconsin Indianhead District: Pre-release vocational skill training was given to clients at the Gordon State Camp.

- Northeast Wisconsin District: A data processing-computer programming course was provided for 24 inmates at Green Bay.

Inmates were bused from correctional institutions to vocational schools for vocational education provided at the following institutions:

- Nicolet College and Technical Institute: Thirty two inmates at Camp McNaughton enrolled as regular students in courses and programs suitable to their assessed needs.

- Madison Area Technical College: Automotive maintenance mechanic courses were offered for 15 inmates at the Oregon State Farm.

- Kenosha Technical Institute (Walworth County Campus): Food service, drafting, power mechanics and retail merchandising courses were taken by 8 inmates from the Walworth Pre-Release Center.

- Moraine Park VTAE District (Beaver Dam): Inmates from Fox Lake took welding and metal fabrication courses.

- Moraine Park VTAE District (Fond du Lac): Students from the institution at Waupun were given a choice of programs available at this institution.

SURVEY OF WISCONSIN HIGHER EDUCATION INSTITUTIONS

To assess the current attitudes and practices of institutions of higher education toward correctional clients, the Task Force conducted a survey of all University of Wisconsin System institutions; all Vocational, Technical and Adult Education Districts; and private colleges and universities in the state. A copy of the survey form used appears as Exhibit C to this report.

A total of 88 institutions was included in the survey. Of this number 60 or 68% responded. The questionnaire returns included 100% of institutions in the University of Wisconsin System; 94% of the VTAE Districts and 50% of the private colleges and universities. Major findings of the survey are summarized below. A more detailed report including raw data appears as Exhibit D.

Client Enrollment

Forty-two percent of the institutions responding estimated 517 correctional clients currently enrolled in programs. The primary concentration of such enrollment was in the University of Wisconsin System institutions, most of which indicated that they were interested in providing special advising for the correctional client.

Admission Procedures

Fifteen percent of the institutions surveyed indicated that documentation from the Division of Corrections was necessary for admission of correctional students. Four University of Wisconsin institutions, four private schools, and one VTAE District require such special documentation as part of the admissions process.

Corrections Staff Education and Training

Most students intending to pursue corrections as a career are enrolled at either University of Wisconsin or VTAE institutions. VTAE students appear most interested in becoming corrections officers (persons whose primary responsibility is day to day operation of the institution with attendant supervision of the clients). University of Wisconsin students are more interested in employment in correctional services occupations (teachers, social workers, etc.). There is a fragmentation of programs deemed appropriate for the training of correctional service personnel with programs specified ranging from Sociology, Social Work, Education, Guidance and Counseling, Psychology, Criminal Justice to Social Science.

Graduate Programs

Graduate training for corrections services is predominately in Social Work and for correctional officers in Guidance and Counseling. Unfortunately, responses concerning graduate training were not made by two major institutions offering advanced work in Sociology.

Outreach

A significant survey finding was that 11 institutions indicated that they offered some form of outreach or in-service training for correctional clients, corrections staff or both. Such programs were reported by the following University of Wisconsin institutions: Parkside, Oshkosh, Stevens Point, Green Bay, Extension, Marathon Center, River Falls and Milwaukee. Outreach programs were also reported by Gateway, Wood County, Nicolet, Northeastern, Moraine Park, and Indianhead Districts in the VTAE System.

These findings support some of the recommendations of the Task Force relating to admissions policies, transfer of credits and general programming for correctional clients and staff.

TASK FORCE PHILOSOPHY

In making its recommendations, the Task Force did not attempt to formulate a philosophy of education or a philosophy of corrections. However, it was agreed that the following assumptions would form the base on which recommendations would be made:

1. The focus of Task Force recommendations is on programs with clients and staff of the corrections system. However, the same recommendations may also be appropriate for persons in transition from an environment characterized by a high degree of external control to the conventional society in which external controls on the individual are minimal, such as persons leaving mental hospitals and returning veterans, among others.

2. The Task Force recognizes and encourages the trend toward creation of community-based facilities so that security-oriented traditional prisons can be gradually phased out. It is strongly urged that alternative solutions be designed and implemented, recognizing that some correctional clients will continue to remain in maximum security settings where rehabilitative efforts will be stressed.

3. Responsibility for the community-based facilities ought to be a mutual concern of the clients, the immediate community, the staff and the Division of Corrections.

4. The Task Force has defined its charge to investigate higher education in the corrections system in the broadest terms. Under the rubric of "education" are: training, therapy, tutoring, volunteer work, counseling, etc. The intent of the recommendation is to concentrate educational efforts at those points in the system where change is most likely to occur and where the potential for rehabilitating corrections clients appears most promising.

5. The Task Force believes that educational and rehabilitative processes are not enhanced by an incarceratory environment. Therefore, wherever possible educational programs should be conducted in their usual locales and clients should be housed at those sites.

6. In all correctional situations the rehabilitative process should be primary. In order to ensure free exchange of ideas, opportunities for confidential communication should be made available in all treatment and educational settings, and what a client says in a therapeutic or educational setting should not be used against the client at any time.

7. Education is most effective when all persons involved are part of the process. Inmates and staff members should both be involved in planning efforts directed toward designing and evaluating programs focusing on the needs of either group.

8. Rigid distinctions between educational programs for inmates and programs for staff should be removed so that inmates and staff have the opportunity to take courses together on a voluntary basis. In many instances, it is both possible and desirable to involve inmates, staff, administrators, interested citizens and students in the same educational or training experience.

9. It is evident that even those programs with positive objectives in the field of social services and education are doomed to failure unless properly staffed. In the case of services in higher education geared to creating an alternative to incarceration it becomes clear that ex-inmates will be generally more knowledgeable regarding client needs and will generally relate better to clients than those who were never incarcerated. The Task Force recommends that (1) qualified ex-inmates representing the cultural mix of the clients with whom they will work be given preference in staffing the programs, and (2) when such qualified ex-inmates are not available preference should be given to hiring persons who have similar ethnic or social backgrounds to the clients being served.

10. The Task Force believes that entry or advancement of persons in the field of criminal justice should be based upon competency and/or knowledge of human behavior rather than on a specific degree such as the Master of Social Work Degree.

GENERAL RECOMMENDATION - IMPLEMENTATION

Recommendations of the Task Force appear on the pages that follow. Task Force members feel that there is urgency implied by the recommendations and unanimously agree that the Task Force recommendations should be implemented without delay.

RECOMMENDATIONS: JAIL PROGRAMS

The jail almost never provides rehabilitative assistance in spite of its critical position as port-of-entry to the corrections system. The TaskForce believes that jails present a major opportunity for providing substantial education, training and counseling services to inmates. Although there are many more inmates in jails than in prisons, jail inmates ordinarily remain incarcerated for a shorter period of time. This means that different program formats must be used. The following suggestions relate to programming in jails and with jail inmates in Wisconsin:

1. Release under the Huber Law for educational purposes should be encouraged and the necessary arrangements facilitated by the jail staff.

2. The Task Force recommends that the Legislature act to make money incentives available to counties ear-marked as incentives for inmates who are going to school or otherwise participating in rehabilitative programs.

3. Short-term program packages should be developed using media (cable televison, teaching machines, video cassettes, etc.) or self-paced short course modules. Traditionally taught courses might also be made available to jail inmates and staff. Higher education learning resource personnel should work with jail personnel in designing appropriate educational programs.

4. The Task Force recommends that jails provide adequate and separate facilities for study-release students and others involved in studying to carry out their educational activities.

5. Instruction packages and procedures should be so designed that those inmates who begin an educational program while incarcerated can continue such work when they are released or transferred, whether they have completed the module or not. This recommendation applies for in-prison programs as well. (See "Programs with Inmates and Staff within Existing Institutions", Recommendation No. 3 on page 10.)

6. The University of Wisconsin-Extension Educational Telephone Network (ETN), which has outlets in most court houses in the state, should be used as a vehicle for delivery of educational programs to inmates and staff members of Wisconsin's jails, most of which are located in court houses. ETN makes it possible economically to reach small, dispersed groups of clients and enables them to participate in discussion as well as to receive instruction. ETN outlets should be extended to locations in the prisons and the camp system.

7. Trained personnel should be available to teach, promote, supervise and evaluate educational programs presented in county jails, keeping in mind that educational programs are most effective when there is personal contact between teacher and student and when there is a reasonable student load per teacher.

8. Higher education institutions should initiate negotiations with local officials that would permit an inmate sentenced at one county jail to take courses being offered in other county jails.

9. Higher education personnel should be made available to assist in designing the library system, making library systems available, and in instructing jail personnel and inmates in the use of learning materials.

10. Institutions of higher education should become involved in developing alternatives to jail incarceration, such as halfway houses.

RECOMMENDATIONS: PROGRAMS WITH INMATES AND STAFF WITHIN EXISTING INSTITUTIONS

Although it is assumed that the prison population will continue to decline, staff and inmates in the existing institutions need and will continue to need a variety of educational experiences. The following suggestions are directed toward the present and future population of the prisons, both inmates and staff:

1. Persons in prison or otherwise within the purview of the corrections system constitute a variety of personalities, motives and needs. Different offenders require different kinds of programs which are individually tailored to their needs, abilities and proclivities. For example, some persons are better able at the time of adjudication to function in minimal or non-security situations; some are better prepared for occupational opportunities; some are more amenable to psychotherapy. Careful screening and evaluation are essential to place the individual in the setting most likely to assist and redirect him/her. Higher education personnel from a number of fields should be active in training persons who might (or do) serve on screening and evaluation boards. Higher education personnel should also be available as consultants to such boards. Finally, higher education personnel should consult and be active in training, with personnel who are reviewing and re-evaluating the programs of individuals who have already received an initial evaluation and who have been within the corrections system long enough for the initial recommendations to be reliably evaluated.

2. Credit course offerings and the majority of specialized training experiences should be open for participation by both clients and staff.

3. Higher education institutions should offer programs to staff and inmates through a combination of independent study, media and classroom instruction. These programs should be compatable with higher education programs, procedures, standards, content, etc. to minimize difficulties for the student who is transferred or released. (See also "Jails", Recommendation No. 5 on page 9.)

4. Educational programs should be flexibly scheduled to enable both staff and clients to attend. This should include evening, weekend and daytime scheduling.

5. One major emphasis of higher education programs within the correctional system should be the provision of introductory courses to facilitate entry into formal educational programs. This should include both remedial and freshman level courses.

6. All occupational training should be directly related to realistic job opportunities.

7. Higher education offerings should be expanded, both in terms of types and number available. Additional innovative offerings should be developed.

8. Ethnic-cultural programs and general education courses, including adult basic education and English as a second language, should be offered to meet individual needs and interests.

9. The Task Force recommends that correctional institutions provide adequate and separate facilities for study-release students and others involved in studying to carry out their educational activities.

10. Monetary and/or other incentives should be established for inmates involved in educational and rehabilitative programs. Incentives for study should be comparable to those for within-institution work.

11. Programs should be developed to encompass the arts and other aesthetic based vocations that may be created as a result of a shift in social values and corresponding job markets.

12. Higher education institutions should encourage and assist the Division of Corrections in establishing incentives for staff to take higher education programs. Incentives should take the form of release time, salary increases, fee reimbursement or other such incentives.

13. Staff-inmate seminars conducted by higher education personnel should be encouraged to air differences and to bring about a sharing of views.

14. Staff and inmates should be involved in the planning and evaluating of educational programs. (See "Task Force Philosophy", Item No. 6 on page 8.)

RECOMMENDATIONS: HALFWAY HOUSES

Halfway houses where persons leaving prison may receive assistance in reentering society have gained nationwide acceptance in recent years. Proposed in Wisconsin are halfway houses that would have an even broader mission and which could, in some instances, be used as an alternative to traditional incarceratory facilities. Such halfway houses would be of three basic types: (1) the corrections-supervised halfway house, (2) the higher education-supervised halfway house and (3) the community halfway house. Comprehensive community mental health centers now being developed will be performing services closely associated with those of halfway houses.

Corrections-Supervised Halfway Houses

The corrections-supervised halfway house would be designed to house clients for whom security is a consideration. This type of halfway house would be operated by the Division of Corrections although it could be located on or near the campus of a cooperating university or vocational-technical institution. Clients would be released for study at a university, vocational-technical school or other approved educational institution. Such halfway houses would be operated under conditions agreed upon as mutually acceptable by the Division of Corrections, the clients and cooperating institutions of higher education, recognizing that security is a special province of the Division of Corrections.

Higher Education-Supervised Halfway Houses

The site of a higher education-supervised halfway house would be a university dormitory or nearby house. The clients for this facility would be persons not considered potentially dangerous to society. Security would therefore be minimal with full control of the facility retained by the university or vocational-technical institution under conditions agreed upon as mutually acceptable with the clients. Residents would not be restricted to enrollment at the sponsoring institution but might also be students at any other approved educational agency. Persons in transition from other institutional situations, as well as correctional clients, might also make use of this type of halfway house.

Community Halfway Houses

Community halfway houses of many kinds may also be organized by private and public agencies, churches and community organizations. Clients of these institutions, too, might enroll as students at institutions of higher education.

All three types of halfway houses would service a larger clientele than residents. Out clients would not live in the halfway house but would return to it for counseling and therapy sessions. Some clients, on the other hand, might require continuing support while not needing prison-type security. These clients might become long-term residents of a halfway house.

It is already possible under state law to establish and utilize certain types of halfway houses. Full implementation of the halfway house concept, however, will require adjustments in the present structure and methods of sentencing offenders, as well as a program of public education. The Task Force believes that the halfway house concept is sound and that institutions of higher education should offer full cooperation and support to those who are endeavoring to make possible the establishment of such facilities.

Comprehensive Community Mental Health Centers

Closely related to services that would be provided by halfway houses would be those undertaken by comprehensive community mental health centers, a new type of facility. These centers provide a full range of services for persons with problems of any kind. Staffed by professionals and indigenous para-professionals, they stress immediate interaction and reject long-term hospitalization. Their preventative orientation can play a major role in solving problems that might otherwise lead to crime.

The following recommendations are offered as possible contributions by institutions of higher education to the efforts to design, establish and implement the various kinds of halfway houses and community mental health centers in Wisconsin:

1. Institutions of higher education should be in the vanguard of training of professional and para-professional personnel for halfway houses. Internship programs on an undergraduate level as well as a graduate level should be part of this contribution. Consultative services should also be made available. These services should include treatment and training as well as research to evaluate the success of the program. Higher education institutions should also help recruit and train community volunteers who are willing to help the clients.

2. Pilot models of halfway houses should be established as soon as possible on or near campuses of the University System.

3. Halfway houses should be governed with participation by the clients at all decision-making levels. Cooperating institutions of higher education should provide continuous assistance to the clients as they develop and maintain procedures of self-governance.

4. Contract arrangements already developed and implemented by the Division of Corrections should be adapted for use between the university and a corrections client who enters a higher education-sponsored halfway house. The university, the individual, the Division of Corrections or others directly involved in the contractual arrangements should participate as equal parties in the manner utilized in other standard contractual agreements.

5. The university should become a prime mover in setting up ties between existing community mental health centers and persons working in halfway houses, the parole system, or elsewhere to rehabilitate offenders. The university should be active in the creation of new community mental health centers throughout the state and in planning for and training personnel to work in such centers. It is also recommended that the university take similar action with regard to the considerable variety of crisis and drug centers that have been recently developed, but which are not currently part of such a larger system.

RECOMMENDATIONS: UNIVERSITY STRUCTURE AND PROGRAMS

University resources that relate to the field of corrections are at present dispersed and difficult to coordinate effectively. The Task Force believes that the University System must organize itself to relate in a more systematic manner with inmates and staff of the corrections system. Further, the educational program designed for persons who wish to enter the field of corrections must be structured to fit such persons for quality performance in the community-based system that is evolving. The following recommendations relate to University structure and programming in corrections:

1. The Task Force recommends that the University of Wisconsin System appoint a person in a policy making role who would be responsible for encouraging and facilitating the development of new programs and to meet the needs of individuals in corrections -- both inmates and staff. The soon-to-be-appointed Associate Vice President for Minority/Disadvantaged Programs might be the logical candidate for such an assignment.

2. It is further recommended that the University of Wisconsin System appoint a person in an operational role whose sole responsibility will be to facilitate, monitor and coordinate programs for University of Wisconsin involvement in the criminal justice system. The Task Force also recommends that comparable positions be established by the Wisconsin Board of Vocational, Technical and Adult Education and by the Division of Corrections. The three persons designated with such responsibilities would meet regularly to coordinate their respective efforts.

3. Higher education institutions should immediately eliminate discriminatory practices that impede correctional clients and ex-clients from entering. This is especially directed at procedures not required of other students such as special interviews and additional letters of recommendation.

4. Special trained advisors and counselors should be available in institutions of higher education to work with clients and ex-clients of the correctional system.

5. It is recommended that no client of the Division of Corrections or jails be charged a greater fee for attending higher education and vocational training institutions than would be charged a student who is a local resident.

6. It should be as easy as possible to effect transfer of credits earned at one higher education institution to another higher education institution. Maximum recognition of courses completed should be given to transferring corrections clients in satisfying general education-liberal arts requirements at the receiving institution. This "spirit of accommodation" should be implemented by developing general education-liberal arts requirements in terms of broad academic areas (social sciences, humanities, physical sciences, etc.) rather than specific courses.

7. Since most higher education criminal justice programs in the state, including the proposed Council on Criminal Justice generalist program*, are (1) narrow in pedagogical concept and departmentalization and (2) lack humanistic emphasis, the Task Force recommends that all present and planned programs for training personnel in working with conflict juveniles and adults** should meet the following criteria:

   a. Programs should be interdisciplinary in nature, utilizing resources and expertise from multiple units of the higher education system and the community.

   b. Program design should include mechanisms, such as joint appointments, part-time appointments and lectureships, to insure that they continue to be interdisciplinary in nature.

   c. Faculty and staff should be selected on the basis of competency rather than on a credential basis. Former inmates and correction employees should be employed.

   d. Courses should not be limited to on-campus offerings. In-service and Extension courses, as well as campus-based credit courses, should be available.

   e. These programs should not be construed as the exclusive supplier of personnel to the criminal justice system and the helping professions.

   f. Programs should contain substantial field work components.

   g. Field work and life experience credit should be given, where appropriate.

   h. Programs should incorporate outreach training sites, at all levels.

8. It is recommended that a Wisconsin Criminal Justice Institute (non-degree granting) be created to:

   a. combine the resources of the Division of Corrections and the University of Wisconsin System;

   b. establish and implement in-service training courses and workshops for criminal justice personnel;

   c. establish and implement a continuing education program for degree criminal justice personnel;

   d. establish and implement research studies in the area of criminal justice; and

   e. establish and implement a policy for transferring work completed in the two and four year programs.

9. Special attention by institutions of higher education should be given to the needs of female offenders as they relate to the development of realistic vocational skills.

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* A summary of Task Force opinion concerning the proposed Criminal Justice Generalist Program appears as Exhibit E to this report.

** A conflict juvenile or adult is one who has come into direct or indirect conflict with an institution or agency, so as to be identified as a client or prospective client of the criminal justice system.

RECOMMENDATIONS: PREVENTIVE MEASURES

The state's elementary and secondary schools have been largely ignored as an influence on the behavior of juveniles. Schools of education have trained regular classroom teachers, counselors and administrators, but have been less involved in establishing alternatives to the traditional school and in establishing training programs to serve conflict youth. Therefore, the Task Force offers the following recommendations to Schools of Education throughout the University of Wisconsin System:

1. Experimental schools designed to reduce criminogenic pressures should be established at the elementary and secondary levels.

2. "Schools within schools" should be established where young people who do not respond to traditional educational methods can be reached through methods more appropriate to their needs.

3. Training programs should be established for school personnel who will specialize in working with conflict youth.

4. Specific training for work with juveniles and adults in conflict with societal institutions should be a part of all educational credential programs.

5. Education programs in correctional facilities, including community based facilities, should be used as extensively as possible for practica, practice teaching and other field experiences.

6. The human relations aspect of education training programs should include awareness of and exposure to the conflict youth and adult.

Attention should also be given to preventive measures that could be taken by other disciplines having contact with conflict youth and adults. In particular, the following general comments and recommendations are addressed to the law school and to law enforcement training programs.

Attorneys, judges, and law enforcement officials are given relatively little background in the effects on individuals of (1) contact with law enforcement officials and courts, incarceration, court supervision and court handling of individuals, and (2) non-punitive intervention approaches to curbing delinquent and criminal behavior. Thus, law school programs and law enforcement training programs should offer courses designed to: (1) increase an awareness of the adverse effects of labeling; (2) increase an appreciation of cultural, ethnic, generational and racial differences; (3) further an understanding of the dynamics of delinquent and criminal behavior and of non-punitive intervention approaches to curbing deviant behavior.

To aid in accomplishing these objectives, it is desirable for students in law and in law enforcement training, as well as judiciary and other criminal justice personnel, to be provided with an opportunity for field experience including abiding for a period of time under rules of probation and parole or being assigned for a period of time in an incarceratory institution.

RECOMMENDATIONS: FUNDING

The Task Force is firmly committed to the idea that most programs with correctional clients and staff should be intrinsic within the higher education system rather than temporary and ephermeral adjuncts. The following specific recommendations relate to funding higher education system corrections programming:

1. Core programs with inmates and staff of the corrections system should be financed through "hard" funds provided by the State of Wisconsin as part of the higher education system institutional budget. The pending budget request for the 1973-75 biennium should be amended immediately to include a supplementary request for funds to support:

   a. The expansion of existing educational programs within correctional institutions. (See recommendations on pages 10 and 11 of this report);

   b. The development of auto-instructional modules and other media programs appropriate for use in correctional facilities. (See recommendations 3 and 5 on page 9 and recommendation 6 on page 10.)

   c. The initiation of pilot models of higher education-supervised halfway houses. (See recommendation 2 on page 12.)

   d. The support of a University of Wisconsin System coordinator of Criminal Justice Programs. (See recommendation 2 on page 13.)

2. The Wisconsin Higher Educations Aids Board (HEAB) has funds available to assist disadvantaged students, including correctional clients. Close liaison should be maintained with HEAB so that as large a share as possible of the money can be used for study-release and related programs.

3. The Wisconsin Council on Criminal Justice administers substantial federal funds currently available under the Safe Streets Act, among other sources. Some such monies are earmarked for corrections programs and should be applied for by higher education institutions either separately or in joint programming with the Division of Corrections. Council on Criminal Justice monies should not, however, be used to finance basic programs in corrections which should be financed through state appropriations.

4. When outside funds are sought to initiate programs in the corrections area, the University should make every effort to reduce indirect costs included in project proposals to the lowest possible level.*

5. The recommendations of the Task Force have budgetary implications for the State Board of Vocational, Technical and Adult Education and the Division of Corrections as well as the University of Wisconsin System. It is suggested that these agencies take appropriate budgetary action to implement the Task Force's recommendations.

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* For instance, the Task Force was informed that the present 56% on campus and 36% off campus indirect cost rate of most University projects funded by the Council on Criminal Justice is a barrier to the consideration of renewal requests or applications for new funds.

Table 14

Sentenced Offenders First Admitted
to Wisconsin Adult Correctional Institutions in 1971
GRADE COMPLETED

Grade Completed	Total		Facilities for Men		Facilities for Women	
	Total	Percent	Total	Percent	Total	Percent
TOTAL	994	100.0	891	100.0	103	100.0
Less than fourth	11	1.1	9	1.0	2	1.9
Fourth	6	0.6	6	0.7	-	-
Fifth	8	0.8	8	0.9	-	-
Sixth	12	1.2	12	1.3	-	-
Seventh	32	3.2	30	3.4	2	1.9
Eighth	126	12.7	114	12.8	12	11.7
Ninth	156	15.7	147	16.5	9	8.8
Tenth	217	21.8	181	20.3	36	35.0
Eleventh	143	14.4	137	15.4	6	5.8
Twelfth or more	267	26.9	237	26.6	30	29.1
Unknown	16	1.6	10	1.1	6	5.8

Table 15

Sentenced Offenders First Admitted
to Wisconsin Adult Correctional Institutions in 1971
ACHIEVEMENT TEST

Achievement Test	Total		Facilities for Men		Facilities for Women	
	Total	Percent	Total	Percent	Total	Percent
TOTAL	994	100.0	891	100.0	103	100.0
Less than fourth grade	23	2.3	21	2.4	2	1.9
Fourth grade	19	1.9	19	2.1	-	-
Fifth grade	48	4.8	46	5.2	2	1.9
Sixth grade	105	10.6	99	11.1	6	5.8
Seventh grade	120	12.1	109	12.2	11	10.7
Eighth grade	130	13.1	106	11.9	24	23.3
Ninth grade	152	15.3	130	14.6	22	21.4
Tenth	118	11.9	107	12.0	11	10.7
Eleventh	83	8.3	72	8.1	11	10.7
Twelfth grade or more	73	7.3	69	7.7	4	3.9
Not tested	123	12.4	113	12.7	10	9.7

Table 16

Sentenced Offenders First Admitted to Wisconsin
Adult Correctional Institutions in 1971
INTELLIGENCE ESTIMATE

Intelligence Estimate	Total		Facilities for Men		Farm for Women	
	Total	Percent	Total	Percent	Total	Percent
TOTAL	904	100.0	801	100.0	103	100.0
Superior and above	8	0.8	8	0.9	-	-
Bright normal	57	5.8	53	5.9	4	3.9
Average or normal	471	47.4	424	47.6	47	45.6
Dull normal	172	17.3	140	15.7	32	31.1
Borderline	57	5.7	48	5.4	9	8.7
Defective	9	0.9	8	0.9	1	1.0
Not tested	220	22.1	210	23.6	10	9.7

First Admissions to Wisconsin Juvenile Correctional Institutions
Highest Grade Completed
January 1-December 31, 1971

Highest Grade Completed	Boys						Girls					
	Number			Percent			Number			Percent		
	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties
Total	618	210	408	100.0	100.0	100.0	198	96	102	100.0	100.0	100.0
Less than fourth	-	-	-	-	-	-	1	1	-	.5	1.0	-
Fourth	-	-	-	-	-	-	-	-	-	-	-	-
Fifth	1	-	1	.1	-	.3	-	-	-	-	-	-
Sixth	36	15	21	5.8	7.1	5.1	9	6	3	4.6	6.2	2.9
Seventh	79	37	42	12.8	17.6	10.3	25	12	13	12.6	12.5	12.7
Eighth	164	64	100	26.5	30.5	24.5	59	31	28	29.8	32.3	27.5
Ninth	184	53	131	29.8	25.2	32.1	50	20	30	25.2	20.8	29.4
Tenth	100	27	73	16.2	12.9	17.9	29	11	18	14.7	11.5	17.7
Eleventh	36	6	30	5.8	2.9	7.3	7	4	3	3.5	4.2	2.9
Twelfth or more	9	-	9	1.5	-	2.2	1	-	1	.5	-	1.0
Unknown	9	8	1	1.5	3.8	.3	17	11	6	8.6	11.5	5.9

Table

First Admissions to Wisconsin Juvenile Correctional Institutions

Achievement Test

January 1-December 31, 1971

Achievement Test	Boys						Girls					
	Number			Percent			Number			Percent		
	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties
Total	618	210	408	100.0	100.0	100.0	198	96	102	100.0	100.0	100.0
Less than fourth	1	1	-	.2	.5	-	1	1	-	.5	1.0	-
Fourth	9	6	3	1.5	2.8	.7	6	5	1	3.0	5.2	1.0
Fifth	32	20	12	5.2	9.5	3.0	8	6	2	4.0	6.3	2.0
Sixth	28	14	14	4.5	6.7	3.4	14	11	3	7.1	11.4	2.9
Seventh	43	27	16	6.9	12.9	3.9	26	16	10	13.1	16.8	9.8
Eighth	42	22	20	6.8	10.5	4.9	19	10	9	9.6	10.4	8.8
Ninth	28	12	16	4.5	5.7	3.9	29	6	23	14.7	6.3	22.5
Tenth	15	3	12	2.4	1.4	3.0	34	8	26	17.2	8.3	25.5
Eleventh	10	4	6	1.6	1.9	1.5	6	1	5	3.0	1.0	4.9
Twelfth or more	1	1	-	.2	.5	-	3	1	2	1.5	1.0	2.0
Not tested	409	100	309	66.2	47.6	75.7	52	31	21	26.3	32.3	20.6

Table

First Admissions to Wisconsin Juvenile Correctional Institutions

Intelligence Estimate

January 1-December 31, 1971

Intelligence Estimate (Current functioning Level)	Boys						Girls					
	Number			Percent			Number			Percent		
	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties	Total	Milwaukee	All Other Counties
Total	618	210	408	100.0	100.0	100.0	198	96	102	100.0	100.0	100.0
Superior and above	1	1	-	.2	.5	-	4	1	3	2.0	1.0	2.9
Above normal	5	2	3	.8	.9	.7	8	3	5	4.1	3.2	4.9
Average or normal	154	72	82	25.0	34.3	20.1	114	41	73	57.6	42.7	71.6
Dull normal	105	55	50	17.0	26.2	12.3	39	28	11	19.7	29.2	10.8
Borderline	72	53	19	11.6	25.2	4.7	12	12	-	6.0	12.5	-
Defective	28	21	7	4.5	10.0	1.7	1	1	-	.5	1.0	-
Not tested	253	6	247	40.9	2.9	60.5	20	10	10	10.1	10.4	9.8

EXHIBIT B

1971

JAIL POPULATION REPORT

* N-Natural
* S-Suicide
* F-Forcible
* W-Walkaway

COUNTY	TOTAL HELD		SENTD TIME		ALLEG. MENTALLY ILL		DEATHS		ESCAPES		ADULTS HELD NOON				ADULTS SENTENC. NOON				JUVENILES							
											1-5-72		1-9-72		1-5-72		1-9-72		TOTAL HELD		JURIS. WAIVED		CRT D. CT. 1-5-72		CRT D. CT. 1-9-	
	M	F	M	F	M	F	*N	*S	*F	*W	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
ADAMS	374	9	36	0	6	0	0	0	0	0	4	0	3	0	3	0	3	0	36	8	0	0	0	0	0	0
ASHLAND	345	43	74	4	2	4	0	0	0	0	2	0	3	0	2	0	3	0	81	46	0	0	0	0	0	2
BARRON	282	18	68	3	3	0	0	0	0	0	1	0	3	0	0	0	0	0	51	15	3	0	0	0	0	0
BAYFIELD	145	0	38	0	4	0	0	0	0	0	0	0	1	0	0	0	1	0	14	0	0	0	0	0	1	0
BROWN	1145	108	252	21	34	5	0	0	0	3	20	1	27	2	15	1	13	1	432	310	14	0	7	3	9	0
BUFFALO	133	7	31	1	3	1	0	0	0	1	0	0	0	0	2	0	2	0	23	8	0	0	0	0	0	0
BURNETT	123	6	106	0	3	0	0	0	0	0	1	0	1	0	1	0	1	0	17	9	1	0	0	0	0	0
CALUMET	131	2	41	1	3	0	0	0	0	1	2	0	3	0	2	0	3	0	36	5	2	0	0	0	0	0
CHIPPEWA	383	29	43	0	6	0	0	0	0	0	7	0	7	0	5	0	5	0	71	38	2	0	0	0	2	0
CLARK	133	5	39	2	6	1	0	0	0	0	5	0	5	0	5	0	5	0	41	11	0	0	0	0	0	0
COLUMBIA	719	34	90	3	18	6	0	0	0	0	11	0	11	0	7	0	7	0	106	41	0	0	0	2	0	0
CRAWFORD	228	3	68	1	10	0	0	0	0	0	4	0	4	0	4	0	4	0	20	11	1	0	0	0	0	0
DANE	4856	772	962	86	17	7	2	1	0	0	123	7	129	9	77	7	81	3	105	381	44	0	1	0	2	0
DODGE	371	14	48	0	3	0	0	0	0	8	23	0	12	0	8	0	8	0	79	18	1	0	1	0	1	0
DOOR	287	15	27	0	8	1	0	0	0	0	4	0	3	0	3	0	3	0	34	5	1	0	0	0	0	0
DOUGLAS	1172	86	413	9	36	8	0	0	0	6	20	1	24	1	9	0	8	0	154	55	2	0	0	0	2	0
DUNN	316	17	65	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	66	23	0	0	0	0	0	0
EAU CLAIRE	1032	67	473	16	0	0	0	0	1	0	15	0	14	0	6	0	7	0	127	59	41	9	0	2	0	0
FLORENCE	61	3	5	0	2	0	0	0	0	0	1	0	1	0	1	0	1	0	4	6	4	5	0	0	0	0
FOND DU LAC	684	41	157	8	7	0	0	0	0	0	6	0	8	0	4	0	3	0	149	64	0	0	0	0	0	0
FOREST	218	3	91	2	3	1	0	0	0	0	4	0	2	0	2	0	2	0	29	17	2	0	0	0	0	0
GRANT	357	21	100	0	15	5	0	0	0	1	6	0	6	0	4	0	4	0	59	24	2	0	0	0	0	0
GREEN	217	21	51	1	0	0	0	0	0	0	5	0	8	0	5	0	5	0	14	13	0	0	0	2	0	0
GREEN LAKE	153	4	38	0	1	0	0	0	0	0	3	0	0	0	3	0	3	0	17	4	0	0	0	0	0	0
IOWA	240	7	31	0	8	0	0	0	0	0	3	0	3	0	3	0	3	0	34	4	25	4	0	0	0	0
IRON	131	13	14	2	2	1	0	0	0	0	1	0	1	0	1	0	1	0	21	4	0	0	0	0	0	0
JACKSON	224	25	126	0	4	0	0	0	0	0	7	1	5	1	3	0	3	0	34	18	0	0	0	0	0	0
JEFFERSON	411	19	66	2	2	1	0	0	0	0	13	0	12	0	9	0	8	0	86	27	0	0	0	0	0	0
JUNEAU	310	23	37	2	3	0	0	0	0	0	7	0	6	0	4	0	3	0	79	19	10	0	0	0	0	0
KENOSHA	825	87	276	11	6	3	0	0	1	6	33	1	50	1	25	1	32	1	311	89	22	0	1	0	3	0
KEWAUNEE	129	4	34	0	7	2	0	0	0	0	2	0	2	0	2	0	2	0	8	1	3	0	2	0	2	0
LA CROSSE	1109	75	475	21	3	1	0	0	0	3	16	0	17	0	13	0	8	0	219	113	0	0	0	0	0	0
LAFAYETTE	111	10	23	1	0	0	0	0	0	0	2	0	2	0	1	0	1	0	16	8	2	0	0	0	0	0
LANGLADE	184	11	62	2	10	0	0	0	0	0	5	0	5	0	5	0	4	0	26	16	0	0	0	0	0	0
LINCOLN	253	10	44	0	4	0	0	1	1	0	5	0	0	0	4	0	4	0	32	18	0	0	0	0	0	0

1971

POPULATION REPORT

- N-Natural
- S-Suicide
- F-Forcible
- W-Walkaway

COUNTY	TOTAL HELD		SERVED TIME		ALLEG. MENTALLY ILL		DEATHS		ESCAPES		ADULTS HELD NOON				ADULTS SENTENC. NOON				JUVENILES							
											1-5-72		1-9-72		1-5-72		1-9-72		TOTAL HELD		JURIS. WAIVED		CHE DA. CT. 1-5-72		1-9	
	M	F	M	F	M	F	*N	*S	*F	*W	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
MANITOWOC	558	55	118	3	6	1	0	0	0	0	26	1	16	0	26	1	16	0	122	50	7	0	0	1	0	0
MARATHON	908	63	147	3	42	5	0	0	1	3	21	0	19	0	17	0	16	0	184	63	0	0	0	0	0	0
MARINETTE	352	25	86	5	3	2	0	0	0	0	5	0	3	0	3	0	2	0	72	28	0	0	0	0	0	0
MARQUETTE	122	4	17	0	3	0	0	0	1	2	0	0	2	0	0	0	0	0	7	1	0	0	0	0	0	0
MENOMINEE		NO	JAIL																							
MILWAUKEE	10756	1002	1807	132	0	0	0	1	0	151	286	16	276	12	62	6	56	4	39	3	4	1	3	0	2	0
MONROE	398	27	82	2	12	2	0	0	0	0	7	0	8	0	4	0	5	0	90	34	7	0	0	0	0	0
OCONTO	189	7	40	0	6	0	0	0	0	0	4	0	3	0	3	0	3	0	44	15	0	0	0	0	0	0
ONEIDA	311	26	107	3	4	3	0	0	0	0	2	0	6	0	2	0	3	0	94	34	0	0	0	0	0	0
OUTAGAMIE	904	110	195	0	7	0	0	0	1	6	29	0	29	0	23	0	22	0	312	0	18	0	0	0	0	0
OZAUKEE	1196	89	90	4	15	7	0	0	0	0	18	0	20	1	11	0	13	0	219	77	0	0	0	0	0	1
PEPIN	56	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	1	0	0	0	0	0	0
PIERCE	202	8	33	0	4	0	0	0	0	0	5	0	4	0	4	0	4	0	26	2	0	0	0	0	0	0
POLK	303	21	76	0	0	1	0	0	0	1	3	0	0	0	3	0	3	0	65	14	0	0	0	0	0	0
PORTAGE	420	28	302	0	12	6	0	0	0	0	24	0	22	0	22	0	22	0	48	30	1	0	0	0	0	0
PRICE	161	8	35	0	7	1	0	0	0	0	1	0	1	0	0	0	0	0	34	4	0	0	0	0	0	0
RACINE	1646	105	657	36	5	0	0	0	0	14	45	2	50	1	34	2	38	1	110	15	19	4	0	1	0	1
RICHLAND	195	2	146	1	9	0	0	0	0	1	5	0	6	0	5	0	6	0	54	10	3	0	0	0	0	0
ROCK	1433	74	864	33	0	0	0	0	0	8	42	2	38	3	36	1	30	2	349	204	0	0	4	0	7	1
RUSK	88	2	12	1	4	0	0	0	0	0	3	0	3	0	1	0	1	0	11	0	8	0	0	0	0	0
ST. CROIX	1222	161	114	8	3	1	0	0	0	1	8	0	6	0	6	0	5	0	303	90	1	0	0	0	1	0
SAUK	519	33	79	2	1	0	0	0	0	2	10	0	10	0	8	0	8	0	127	24	2	0	0	0	0	0
SAWYER	179	16	19	2	0	0	0	0	2	0	5	0	5	0	2	0	2	0	53	20	0	0	1	0	0	1
SHAWANO	734	64	163	14	10	2	0	0	0	0	23	2	24	1	17	0	16	0	183	104	4	1	1	1	0	1
SHEBOYGAN	821	54	230	12	28	2	0	0	0	0	28	0	33	0	23	0	20	0	203	96	6	0	3	2	5	4
TAYLOR	71	0	16	0	1	0	0	0	0	0	2	0	1	0	2	0	1	0	9	5	0	0	2	0	0	0
TREMPEALEAU	329	8	27	0	2	0	0	0	0	0	3	0	2	0	2	0	2	0	47	1	0	0	0	0	0	0
VERNON	188	2	45	2	0	0	0	0	0	2	3	0	4	0	2	0	2	0	25	14	1	0	0	0	0	0
VILAS	218	15	80	7	1	0	0	0	0	0	3	0	2	0	0	0	0	0	35	24	2	0	0	0	0	0
WALWORTH	800	57	138	4	0	0	0	0	0	1	18	0	20	0	10	0	11	0	120	62	0	0	0	0	0	1
WASHBURN	177	11	78	0	2	1	0	0	0	0	1	0	0	0	1	0	0	0	14	1	0	0	0	0	0	0
WASHINGTON	661	22	60	0	17	2	0	0	0	0	16	0	17	0	14	0	14	0	193	68	1	0	0	0	0	0
WAUKESHA	2604	171	331	14	31	5	0	0	3	0	60	0	57	1	22	0	25	0	421	186	1	0	2	0	4	3

*N-Natural
*S-Suicide
*F-Forcible
*W-Walkaway

1971

POPULATION REPORT

COUNTY	TOTAL HELD		SERVED TIME		ALLEG. MENTALI ILL		DEATHS		ESCAPES		ADULTS HELD NOON				ADULTS SENTENC. NOON				JUVENILES							
											1-5-72		1-9-72		1-5-72		1-9-72		TOTAL HELD		JURIS. WAIVED		CRE DA.CT. 1-5-72		1-9-	
	M	F	M	F	M	F	*N	*S	*F	*W	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
WAUPACA	488	14	144	1	23	14	0	0	0	2	21	0	17	0	12	0	12	0	73	23	0	0	2	0	2	0
WAUSHARA	122	2	11	0	7	0	0	0	0	0	4	0	5	0	3	0	4	0	16	3	1	0	0	0	0	0
WINNEBAGO	976	72	312	25	7	3	0	1	0	3	24	1	28	0	18	0	19	0	130	98	12	0	0	0	1	0
WOOD	482	37	143	8	8	5	0	0	0	2	14	1	14	0	7	1	11	0	129	30	2	0	0	0	0	0
CO. TOTAL	48871	4007	11336	586	519	110	2	4	11	226	1110	36	1122	33	649	20	644	12	6747	2917	282	24	28	14	44	23
BROWN CO.CAMP	56	0	54	0	0	0	0	0	0	2	6	0	6	0	6	0	6	0	0	0	0	0	0	0	0	0
MILW.H.CORREC.	3753	0	3750	0	0	0	0	0	0	4	235	0	262	0	234	0	261	0	3375	1859	4	1	37	36	53	43
MILW.DET.																			478	401	0	0	2	4	4	4
DANE CO. DET.																			671	248	0	0	4	0	8	1
RACINE CO. DET.																										
CAMP & DET. TOTAL	3809	0	3804	0	0	0	0	0	0	6	241	0	268	0	240	0	267	0	4524	2508	4	1	43	40	65	48
GRAND TOTAL	52680	4007	15140	586	519	110	2	4	11	232	1351	36	1397	33	889	20	911	12	11271	5425	286	25	71	54	109	71

Higher Education in Corrections Schedule

INSTRUCTIONS

The questionnaire is organized into four sections:

1. Questions on admissions and programs for all institutions of higher education, both TECHNICAL INSTITUTES AND TWO AND FOUR YEAR COLLEGES (SECTIONS 1 - 3 AND PAGES 1 - 3).

2. Questions on programs for TECHNICAL INSTITUTES (SECTION 4, PAGE 4).

3. Questions on programs for TWO AND FOUR YEAR COLLEGES (SECTION 5, PAGE 5).

4. Questions pertaining to GRADUATE PROGRAMS (SECTION 6, PAGE 6).

Each institution of higher education should fill out those parts of the questionnaire which are applicable. The content of the questionnaire focuses on three areas of concern: Admissions procedures, programs and student population.

If you need more space for answers than is provided on the forms, either use the back of the sheets or attach additional pages. If this is necessary, please identify the question numbers.

All information gathered will be considered confidential; therefore, a specific identification of a specific institution will not be made.

If you have any questions on the attached questionnaire, call any of the following individuals:

George Kinsler - (609) 266-1739
Kenneth Lehman - (608) 262-9960
Dean William Peters - (715) 845-9602
Robert Scheurell - (414) 963-4773

Return the questionnaire to David Stewart, Chairman, Higher Education Task Force.

HIGHER EDUCATION IN CORRECTIONS QUESTIONNAIRE

I. IDENTIFYING INFORMATION:

1. # _____

2. Date _____

3. Title of person filling out schedule _____

II. Admissions Procedures (ALL INSTITUTIONS)

4. If a correctional client* is interested in attending your school:

4A) To whom would he write for information and application papers (title of person) _____

4B) What credentials or supporting documents are necessary for application (list type) _____

_____

_____

4C) What is the deadline for applications _____

_____

4D) Is there a special advisor assigned responsibility for this group of applicants as there is for minority students: Yes ____

No ____

D1) If yes: Title of person _____

D2) If no: Would your institution be willing to provide special counseling for this group of students: Yes _____

No _____

Not previously discussed _____

Uncertain _____

*Correctional client means an individual currently or previously incarcerated, on probation or parole.

4E) If the individual does not meet your normal admissions criteria, do you have an exceptions policy: Yes _____

No _____

If yes: What is your exceptions policy, any additional documentation needed, who administers the exceptions (title of person) _____

_____

_____

_____

_____

_____

4F) Are there correctional clients currently enrolled in your school: Yes _____

No _____

Don't know _____

If yes: Approximate number - Undergraduate _____

Graduate _____

III. Correctional Staff Programs: (ALL INSTITUTIONS)

5. Does your institution have a program which could be utilized for the training of:

5A) Correctional Officers (guards and counselors)

Yes _____

No _____

If yes: Describe program (brochure or bulletin description is appropriate) _____

_____

_____

If no: Would your institution consider such a program _____

_____

_____

_____

5B) Social Service Staff (probation, parole, institutional social service):

Yes _____

No _____

If yes: Describe program (brochure or bulletin description is appropriate) _____

_____

_____

If no: Would your institution consider such a program _____

_____

_____

_____

6. Can you provide an estimate on the following:

6A) Number of correctional officers (guards and counselors) currently in your institution - Undergraduate _____

Graduate _____

6B) Number of students interested in correctional social service work - Undergraduate _____

Graduate _____

IV. Correctional Client Programs (AREA TECHNICAL INSTITUTIONS ONLY)

7. Study release (the inmate is released from an institution to attend school) is a growing trend in corrections rehabilitation.

7A) Is the idea of having inmates of a correctional institution attend your school on a study release program feasible:

Yes _____

No _____

Uncertain _____

Not applicable _____

If yes: Why; which specific programs would be relevant _____

_____

If no: Why _____

_____

7B) Is your institution currently accredited by the Northcentral Accrediting Association:

Yes _____

No _____

If no: Is your institution in the process of accreditation:

Yes _____

No _____

If yes: Status _____

Not applicable _____

7C) What experiences do your graduates of associate degree programs have in transferring to four year programs _____

_____

_____

Which institutions having four year programs have accepted your graduates of associate degree programs _____

_____

V. Correctional Client Programs (TWO YEAR AND FOUR YEAR GENERAL EDUCATION INSTITUTUIONS ONLY)

8. Has your institution had experiences in accepting transfer students from associate degree programs: Yes _____
No _____
If yes: Which technical institutes and which associate degree programs:

_____

_____

9. Does your institution have a policy for accepting nonaccredited or work experience for credit (examples: Peace Corps experience, industrial work experience, workshops, nonaccredited institutes, etc.):

Yes _____
No _____
If yes: What is your policy; who administers it _____

_____

_____

_____

If no: Is this item currently under consideration _____

_____

_____

10. Does your institutuion currently have an outreach program for the correctional client:

Yes _____
No _____
If yes: What is the nature of the program; who administers it _____

_____

_____

_____

If no: Would your institution be willing to start such a program; What would be the process for implementing such a program _____

_____

_____

_____

VI. INSTITUTIONS OFFERING ADVANCED DEGREES IN CORRECTIONS, CRIMINOLOGY, SOCIAL WELFARE, SOCIAL WORK

11. What is your admission policy for graduate students _____

_____

_____

_____

_____

_____

12. Does your admission form ask whether the applicant is a convicted felon: Yes _____

No _____

If yes: What is the purpose of the question _____

_____

_____

_____

13. What number or percentage of your students are interested in Corrections as a career field _____

14. Does your institution offer outreach or inservice training programs:

Yes _____

No _____

If yes: Describe _____

_____

_____

_____

If no: Would your institution consider such a program _____

_____

RPS:mln
10/10/72

Higher Education in Corrections: A Survey of Wisconsin Institutions

by Robert P. Scheurell, School of Social Welfare
The University of Wisconsin-Milwaukee

The attached tables consist of the raw data collected in a sample of 60 institutions of higher education (private schools, vocational technical and adult education schools and state schools) in the state of Wisconsin. Out of a total of 88 questionnaires sent out, 60 or 68 per cent were returned by December 11, 1972. The 68 per cent return represents a 100 per cent return from state supported two and four year institutions, a 94 per cent return from vocational technical and adult education districts and a 50 per cent return from private institutions. The material presented is the data which is most useful to the Task Force on Higher Education and Corrections and its mission.

The current findings are divided into three categories:

1. Findings related to the correctional client.
2. Findings related to transfer of credit and programs from WVTAE schools.
3. Findings related to programs currently in existence in the correctional area.

1. The Correctional Client. Material gathered having a direct relevance for the correctional client in higher education is contained in tables 1-4. The general conclusions are:

   A. A total of 517 correctional clients were reported to be enrolled in higher educational institutions. This number represents an estimate on correctional clients by 25 schools or 42 per cent of the schools in the sample. Of the remainder, five schools or eight per cent knew there were correctional clients enrolled but could not estimate the number and 30 schools or 50 per cent of the sample did not know whether they had correctional clients enrolled. The actual number of correctional clients enrolled in institutions of higher education is probably considerably higher than the 517 estimated since 58 per cent of the schools sampled did not have an estimated number (Table 1).

   B. Of interest in the estimated enrollment of correctional clients is their concentration in state supported schools. State schools estimated 395 correctional clients enrolled or 76 per cent of the total, WVTAE schools estimated 120 correctional clients enrolled or 23 per cent of the total, and private schools two or one per cent of the total (Table 2).

   An attempt was made to differentiate the correctional client in terms of whether they were in community treatment programs (probation and parole) or institutional programs; however, the data obtained was too imprecise for analysis by program area.

C. One of the concerns of the Task Force is whether additional documentation is needed by the correctional client (if identified) for admission to a school. The date indicates that nine schools or 15 per cent of the total sampled required documentation or recommendations from the Division of Corrections as supportive documentations for admission (Table 3).

There were five state schools, one WVTAE school and three private schools that required recommendations from the Division of Corrections. This finding supports the tentative recommendation of the Task Force on admissions policy.

D. Admission is one aspect of a student's enrollment. The other is the need for advising. Sixteen schools indicated they currently have personnel who can and would advise correctional clients. Eight were from the state system and eight from WVTAE schools and none from private schools (Table 4).

When the schools were asked whether they would supply special advising, 21 state schools and WVTAE schools indicated yes. Of significance is the absence of private schools in the provision of current and projected special advising.

E. Data on the number of correctional clients currently enrolled in educational institutions and admissions and advising policy indicates that reliance for services for this group of students will have to be placed on state supported schools and not private supported schools.

II. Transfer of Credit From Wisconsin Vocational Technical and Adult Education Schools. Material gathered on transfer of credit from WVTAE schools to two and four year colleges is contained in Tables 5-6. The general conclusions are:

A. The majority of WVTAE schools, 15 out of 18, indicated good to excellent cooperation in transferring credits to two and four year programs (Table 5). This finding could be interpreted as a high level of transferability of credit; however, this conclusion is misleading when one differentiates between the type of educational system credits are transferred to and the programs transferred.

B. In the sample, 19 schools were part of the pre-merger University of Wisconsin system, nine schools part of the pre-merger state university system and 16 schools in the private system. Only five of the 18 WVTAE schools indicated good to excellent transfer to all three systems or the University of Wisconsin system. The predominant trend in transfer is either the pre-merger state university system, six schools or a combination of the state university and private system, seven. This finding implies that students that could transfer to the old state university system more easily than to the old University of Wisconsin system.

C. When programs transferring are taken into account, it is clear that the predominant pattern is transfer of college parallel courses - 11 schools, six from the old University of Wisconsin system, five from the old state university system and nine with no experience of transfer from WVTAE (Table 6).

D. The data suggests that there is a variability of transfer of both credits and program types to other institutions of higher education and supports the recommendation of the Task Force to maximize transferability of credit from WVTAE schools.

E. WVTAE schools were asked whether study release attendance for the correctional client was feasible in their institution. One institution said no and two were uncertain. It is unknown whether these responses can be attributed to a lack of knowledge of study release programs, pragmatic factors such as location, or attitudinal factors.

The other 15 WVTAE schools indicated that study release programs were feasible and that the correctional client could enroll in any program for which he is eligible.

III. Correctional Programs. Material on correctional programs is contained in Tables 7-13. The general conclusions are:

A. The number of students reported by the schools as having an interest in some facet of correctional programs totaled 1,512. Of these, 1,169 or 78 per cent were interested in correctional services and 343 or 22 per cent were interested in correctional officer training (Table 7).

B. The vast majority of these students were in undergraduate programs. For correctional services, 1,080 or 92 per cent were undergraduate students and 89 or 8 per cent were graduate students. For correctional officer training, 332 or 96 per cent were in undergraduate programs and 11 or four per cent were in graduate programs.

C. State schools reported the vast majority of students interested in correctional services, 1,116 students or 95 per cent compared to 45 or four per cent for WVTAE schools and eight or one per cent for private schools.

Figures for students interested in correctional service training are derived from estimates reported by 25 schools or 38 per cent of the sample. Thirty-seven schools or 62 per cent reported either no estimate or no answer. Of the schools reporting an estimate of the students interested in correctional services 19 were state schools, two were WVTAE schools and two were private schools.

D. WVTAE schools reported the vast majority of students interested in correctional officer training 234 or 68 per cent compared to 90 or 29 per cent for state schools and 19 or three per cent for private schools.

Figures for students interested in correctional officer training are derived from 17 or 28 per cent of the schools sampled. Forty-three of the schools reported no estimate. Of these 17 schools reporting estimates of the students interested in correctional officer training, 13 were state schools, three were WVTAE schools and one a private school.

E. The above data indicates that students interested in some aspect of correctional training are primarily enrolled in state supported schools, both the state university schools and WVTAE schools.

There was a differentiation between the state university system and the WVTAE system in program interest. The state system had students primarily interested in correctional services and the WVTAE system had students primarily interested in correctional officer training programs (see item G1).

F. Graduate training was reported by only five state schools. Two in Social Work and Sociology, one in Social Work (a developing program), and two in Guidance and Counseling.

A total of 11 graduate students were reported interested in a correctional officer role, four in Social Work and seven in Guidance and Counseling. It is assumed that when these individuals obtain their graduate degrees, they would be promoted out of the correctional officer ranks.

A total of 83 graduate students were reported interested in a correctional services role, 73 were in Social Work and ten in Guidance and Counseling.

None of the schools indicated special documentation for correctional clients; however, it is known that at least two schools have a question on their application form which asks whether or not an individual has a felony record.

G. Confusion between various roles in our society and fragmentation of training programs was evident from the material gathered.

1. A breakdown of the students interested in correctional officer training shows that 225 or 67 per cent of the students were participating in police science programs, 44 or 13 per cent of the students were police officers in other programs and 65 or 20 per cent of the students were unknown (Table 3). These figures indicate a high degree of confusion between the role of law enforcement and the role of a correctional officer.

2. A further indication of the confusion of role functioning between a law enforcement officer and a correctional officer is shown by the fact that of the 20 schools or 35 per cent of the schools sampled indicating they had a correctional officer program, nine equated it with police science and law enforcement education (Table 9). Of the remaining 11 schools, three schools indicated a Criminal Justice program, seven Sociology or Social Welfare and one a community service aide program.

3. Similar fragmentation of academic programing for correctional services was evident since of the 22 schools or 37 per cent of the schools sampled, eight schools indicated a Sociology or Social Welfare major, two a Psychology major, two a Criminal Justice major, Social Welfare or Sociology major, three a Social Science major, one a Criminal Justice major only, five a Pre-Social Welfare major and one a course in volunteer probation work (see Table 10).

4. The above figures clearly indicate the fragmented nature of training for correctional officers and services and reinforces the concept that correctional training is eclectic and not the eminent domain of one program or occupational professional group.

5. Of concern in planning a projected program and its needs, is a measure of current activity. Tables 11 and 12 show the number of schools having correctional officer training programs and correctional services programs.

A total of 20 schools indicated they had a correctional officers program. Of these 11 were state schools, five were AVTA schools and two were private schools. A trend of the predominance of state schools in correctional services training programs was evident. Of the 22 schools indicating they had a correctional services training program, 17 were state schools, one was a AVTA school and four were private schools.

This data reinforces an earlier finding that the state schools are investing the vast majority of energy into current programs.

6. When schools were asked to indicate whether they would consider correctional programs, the responses were consistent with the previous finding that state schools were practically uninterested in correctional programs. Of the 20 schools indicating they would consider a correctional officers training program, 11 were state schools, five were AVTA schools and no private schools. Of the 22 schools who indicated they were interested in offering a correctional services training program, 11 were AVTA schools, eight were state schools and no private schools.

J. One of the more significant items gleaned from the data is whether schools were currently engaged in outreach programs in corrections for either offenders or staff (Table 13).

Seven state schools indicated current outreach programs, six were in eastern Wisconsin and one in northwest Wisconsin, four WVTAE schools and no private schools.

When asked whether the schools would consider an outreach program, 16 state schools responded positively and two private schools. Unfortunately the question was not asked of WVTAE schools; however, item 2 E provides a partial answer.

IV. Summary. The major conclusions of the survey are as follows:

A. State schools had the highest concentration of correctional clients enrolled - 76 per cent compared to 23 per cent for WVTAE schools and one per cent for private schools.

B. Fifteen per cent of the schools (nine) sampled indicated that additional documentation from the Division of Corrections was needed for admission.

C. The predominance of correctional clients and special advising for these clients in the state schools, indicates that reliance on the state supported system is necessary for the provision of services for the correctional clients.

D. Most of the WVTAE schools indicated a high level of cooperation in transferring credits and programs to two and four year colleges. Transfer of credits was predominantly in the old state university system and transfer of programs was predominantly college parallel.

E. The vast majority of students in correctional training were enrolled in state schools, with WVTAE students showing the most interest in correctional officer training and state university students showing the most interest in correctional services.

F. There was substantial confusion evident between the roles of a law enforcement officer and a correctional officer since 50 per cent of the schools indicating they had a correctional officer program and equated the program with police science.

G. There is a fragmentation of programs deemed appropriate for the training of correctional service personnel since the programs indicated varied from Sociology, Social Work, Psychology, Criminal Justice to Social Science.

H. Graduate training for corrections services was predominantly in Social Work, and for correctional officers in Guidance and Counseling.

I. Outreach programs in corrections was indicated by seven state schools and four WVTAE schools.

ws:mln
12/11/72

Table 1

Number of Schools Having Knowledge of Corrections Clients Enrolled in Their School by Type of School

Knowledge of Correctional Clients	Type of School			
	Private	WVTAE	State	Total
Yes	1	14	15	30
No	3	--	9	12
Don't know	8	4	4	16
No answer	2	--	--	2
Total	14	18	28	60

Table 2

Number of Correctional Clients Enrolled by Correctional Program and Type of School

Type of Correctional Program	Type of School			
	Private	WVTAE	State	Total
Field	2	--	27	29
Institutions	-	2	72	74
Unspecified	-	118	296	414
Total	2	120	395	517

Table 3

Documentation Needed for Admissions
by Type of School

Documentation Needed	Type of School			
	Private	WVTAE	State	Total
Special admissions policy - recom. Division of Correc.	--	--	1	1
Usual admissions plus recom. Division of Correc.	3	1	4	8
High school record or GED	--	15	8	23
HSR, post high school work, recommendation	8	--	8	16
Post high school work, test scores, HSR	--	2	7	9
No answer	3	--	--	3
Total	14	18	28	60

Table 4

School Having and Considering Special Advising for the Correctional Client by Type of School

Status	Type of School							
	Private		WVTAE		State		Total	
	Have	Consider	Have	Consider	Have	Consider	Have	Consider
Yes	--	--	8	7	8	14	16	21
No	11	1	10	--	20	--	41	1
Not previously discussed	--	10	--	5	--	6	--	21
Uncertain	--	--	--	--	--	--	--	--
Not applicable	--	--	--	6	--	8	--	14
No answer	3	3	--	--	--	--	3	3
Total	14	14	18	18	28	28	60	60

Table 5

Cooperation in Transferring Credits From Vocational Technical and Adult Education Schools to Other Institutions

Other Institutional Systems	Cooperation for Transfer			
	Limited	Good	Excellent	Total
University of Wisconsin system	--	--	1	1
State university system	1	3	2	6
State university and private system	1	6	--	7
Wisconsin, state university and private systems	1	2	1	4
Total	3	11	4	18

Table 6

Transfer of Program From Vocational Technical
Adult Education Schools to the University System

Programs Transferred	Schools Accepting Programs		
	University System	State University System	Total
College Parallel	6	5	11
Both college parallel and professional	5	3	8
No experience with transfer	3	1	4
Total	19	9	28

Table 7

Number of Students Interested in Corrections Training
by Type of School

Student Status and Interest	Type of School			
	Private	WVTAE	State	Total
Graduate				
Correc. officer	--	--	11[B]	11
Correc. ser.	--	--	83[C]	83
Subtotal	--	--	91	94
Undergraduate				
Correc. officer	19	234	[A]	332
Correc. ser.	8	45	1,033[D]	1,086
Subtotal	27	279	1,112	1,418
Total	27	279	1,206	1,512

[A] Enrollment was as follows: 4 in Social Work
7 in Guidance and Counseling

[B] Enrollment was as follows: 73 in Social Work
10 in Guidance and Counseling

[D] One school indicated 300 students.

Table 3

Detailed Breakdown of Undergraduate Students Interested in Correctional Officer Training Programs by Type of School

Student Population	Type of School			
	Private	AVTAE	State	Total
Police Science Programs	--	221	2	223
Police Officer	19	--	25	44
Other	--	13	52	65
Total	19	234	79	332

Table 9

Type of Program for Correctional Officers by Type of School

Program Type	Type of School			
	Private	AVTAE	State	Total
Criminal Justice	1	--	2_A	3
Psychology	--	--	--	--
Law Enforc. P. S.	--	7_A	4	11
Soc./S. W.	1	--	0_A	1
Com. Serv. Aide	--	1_A	--	1
Not applicable	9	11	17	37
No answer	3	--	--	3
Total	14	19	29	62

^{A}One school has more than one program potentially applicable.

Table 10

Type of Program for Correctional Service
by Type of School

Program Type	Type of School			
	Private	WVTAE	State	Total
Criminal Justice	--	--	1	1
Pre-Social Welfare	--	--	5	5
Soc.-Social Welfare	3	--	5	8
Soc. Sci. General	1	--	2	3
Criminal Justice, S. W. & Soc.	--	1	1	2
Psychology	--	--	2	2
Volunteer Probation	--	--	1	1
Not applicable	10	17	11	38
No answer	--	--	--	--
Total	14	18	28	60

Table 11

Schools Having and Considering a Correctional Officer Program by Type of School

Status	Type of School							
	Private		WVTAE		State		Total	
	Have Program	Consider Program	Have Program	Consider Program	Have Program	Consider Program	Have Program	Consider Program
Yes	2	--	7	9	11	11	20	20
No	12	5	11	1	17	2	40	8
Possibly	--	2	--	--	-	-	-	2
Not necessarily desirable	--	2	--	--	--	1	-	3
Not applicable	--	2	--	7	--	11	-	20
No answer and doubtful	--	3	--	1	-	4	-	8
Total	14	14	18	18	28	28	60	60

Table 12

Schools Having and Considering a Correctional Service Program by Type of School

Status	Type of School							
	Private		AVTAE		State		[illegible]	
	Have Program	Consider Program	Have Program	Consider Program	Have Program	Consider Program	Have Program	[illegible]
Yes	4	--	1	11	17	8	22	19
No	10	4	17	5	11	2	38	[illegible]
Possibly	--	2	--	--	--	1	[illegible]	[illegible]
[illegible]	--	[illegible]	--	--	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	--	4	--	1	[illegible]	1	[illegible]	[illegible]
[illegible]	--	1	--	1	--	--	[illegible]	[illegible]
[illegible]	14	14	18	18	[illegible]	11	[illegible]	[illegible]

Table 13

Schools Having and Considering Outreach Programs
by Type of School

Status	Type of School							
	Private		AVTAE		State		Total	
	Have Program	Consider Program	Have Program	Consider Program	Have Program	Consider Program	Have Program	Consider Program
Yes	--	2	4	--	7	14	11	16
No	11	3	--	--	21	2	[illegible]	[illegible]
Not [illegible] problem	--	4	--	--	--	4	[illegible]	[illegible]
Not [illegible]	--	--	--	4	-	7	[illegible]	[illegible]
[illegible]	3	5	14	14	--	1	[illegible]	[illegible]
Total	14	14	18	18	28	28	[illegible]	[illegible]

UWM THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF SOCIAL WELFARE
PHONE: (414) 963-4851

February 5, 1973

Dr. Jerald Levine
Wisconsin Council on Criminal Justice
Madison, WI

Dear Dr. Levine:

After the January 22, 1973 meeting of the Task Force on Higher Education in Corrections, Professor Besag and I discussed the proposed model of the Criminal Justice Generalist degree and have outlined a series of concerns. It is anticipated that these criticisms will be helpful in planning and implementing a Criminal Justice Generalist degree.

Prior to the comments we wish to make, we would like to indicate that the Task Force is neither against the development of the Criminal Justice Generalist degree nor against the development of Criminal Justice programs. Our concerns focus on the objectives of the proposed program and implementation of the program. Namely, that the present proposal focuses on a systems approach to the exclusion of a human resources and behavior rehabilitation approach. Both viewpoints are necessary for a Generalist degree.

Educational Objectives:

1. The objective of the Criminal Justice Generalist degree is to prepare a practitioner in Criminal Justice. From this broad objective there is developed a sequence for three core areas of law enforcement, courts, and corrections. The major in Criminal Justice requires an equal number of credits in each of the three core areas. These core areas have little relationship to each other as interdependent systems, but are developed as autonomous units. In effect, the proposed degree has mini-specialists in the three areas with minimal attempts to develop an overall approach to Criminal Justice.

2. In developing the mini-specialists there is a major emphasis on understanding the system and understanding human behavior from a traditional approach (standard behavioral science courses). What is lacking is two elements:

   a. an understanding of rehabilitation* and

   b. an awareness on the dynamics of social change.**

*The rehabilitative approach means an understanding of other societal institutions and how they affect people, developing an awareness of and sensitivity to people in interaction and understanding the system from the perspective of those people who are clients and/or victims of the system.

**The dynamics of social change means knowing the processes of change and the roles participants in the system can take in creating change and establishing alternatives.

3. The model as proposed assumes that the program would equally fulfill training needs of staff, line and auxiliary personnel in law enforcements as well as the needs of paraprofessionals, indigenous workers, correctional officers and correctional service workers in the area of corrections. Without losing the generalist orientation of the degree, there should be options for a small number of courses in specialized areas to fulfill individual training needs. The inclusion of some specialized courses for individual training needs would not negate the generalist orientation of the degree. These specialized courses should not be required since some students in the program will enter with the requisite knowledge skills and experience. This need for specialized training in addition to the generalist base is not met by the present proposal.

4. There is internal inconsistency between stated objectives in skill development and proposed sequence of courses.

   a. Research, planning and statistical techniques. This area is described as a major skill to be developed, yet only one course (presably a survey course) is devoted to this purpose. Opportunities for field experience in research is not discussed in the proposal.

   b. Behavioral application. The assumption of the proposal is that the associated areas of sociology, psychology, political science, economics and behavioral science will provide the students with a knowledge of human behavior and the ability to apply this knowledge to the problems at hand. In addition to the substantive courses, the students should have exposure to human resources, process courses and field experience. The program as developed is weak in the area of behavior application.

Implementation of the Program:

1. A prescriptive program. In calculating the courses required in the model program all 54 credits in Criminal Justice are specified, all courses in the associated area are specified which implies that of the 99 credits 120 credits for the B. S. degree are predetermined.

If students with prior experience in the Criminal Justice system (both clients and personnel) are recruited for the program, a highly structured and prescribed program can be wasteful and duplicative. There need to be more flexibility and options created within the program.

2. A negation of liberal arts. The number of credits required total 99 of the possible 120 for graduation. This leaves little room for meeting other University requirements for a B. S. degree as well as other courses such as history, philosophy, cultural geography, education, business, architecture, natural science, mathematics, etc. which could be beneficial to the student. The proposal should be broadened in scope and content.

3. Admissions requirements. If the student intends to go to graduate school, the proposal leads to a technical problem since both Milwaukee and Madison, as well as other schools, have a requirement of "at least 70 to 80 semester hours of work outside his major" or to put it negatively cannot have more than 40 to 50 semester hours in his major.

4. Minimizing of a humanistic or people orientation. There is little written into the proposal which reflects an orientation of working with people, i.e., the client is not mentioned from pages 111 to 120. Few suggestions, if any, are made pertaining to the development of skills in working with people and an awareness and sensitivity of their needs and situation. The Criminal Justice Generalist degree attempts to coordinate efforts of three human services occupational areas (law enforcement, courts and corrections) and never uses the term human services.

5. Field work. Within the proposal there is provision for field work beginning at the junior level. Experience with field programs in both the Schools of Social Welfare and Education at the University of Wisconsin-Milwaukee indicates that students prefer and even demand earlier introduction to field work. Field work should begin as early as possible in a student's career in order to provide a range of field work activity.

   Experience with field work programs has also taught us that the split between an academic course and field work course may not be the best model for educational purposes. Instead, there should be encouragement for settings where the academic work and field work are joined together.

6. There is little indication in the proposal for utilization of community personnel, the client, and indigenous workers. These areas should be included.

It is hoped that these comments will shed some light on questions which will be raised by various academic personnel when the question of a Criminal Justice Generalist degree is discussed for implementation.

Sincerely,

Frank Besag, Associate Professor
School of Education

Robert P. Scheurell, Assistant Professor
and Coordinator of Undergraduate Programs
School of Social Welfare

RPS:FB:mln
cc: Dave Stewart, Task Force
John Teter, Acting Dean
School of Social Welfare